

# Title II of the Higher Education Act

## Institutional Report

### APPENDIX C

#### Annual Institutional Questionnaire on Teacher Preparation:

**Academic year: 2001-2002**

Office of Postsecondary Education, U.S. Department of Education

**Report Year 3:** (Fall 2001, Winter, 2002, Summer 2002)

Institution name:	<b>College of the Ozarks</b>		
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### Section I. Pass rates.

Please provide the information in Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state.

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2001, the relevant information is for those completing program requirements in academic year 1999-2000. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

### Section I. Pass rates.

**Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i><b>Table C-1</b></i>	<i><b>HEA - Title II 2001-2002 Academic Year</b></i>
<b>Institution Name</b>	College of the Ozarks
<b>Institution Code</b>	6713
<b>State</b>	Missouri
<b>Number of Program Completers Submitted</b>	44

Number of Program Completers found, matched, and used in passing rate Calculations <sup>1</sup>	43				Statewide		
Type of Assessment	Assessment Code Number	Number Taking Assessment	Number Passing Assessment	Institutional Pass Rate	Number Taking Assessment	Number Passing Assessment	Statewide Pass Rate
<b>Professional Knowledge</b>							
<b>Academic Content Areas</b>							
Art: Content Knowledge	133	1			96	95	99%
Elem Edu: Curriculum, Instruction, and Assessment	011	22	21	95%	1679	1606	96%
Mathematics: Content Knowledge	061	2			97	91	94%
Music Education: Content Knowledge	113	2			124	124	100%
Physical Education: Content Knowledge	090	6			214	205	96%
Social Studies: Content Knowledge	081	6			276	270	98%
Spanish: Content Knowledge	191	2			30	27	90%
<b>Other Content Areas</b>							
Agriculture	700	2			30	30	100%
<b>Teaching Special Populations</b>							

**Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program**

<i>Table C-2</i>	<i>HEA - Title II 2001-2002 Academic Year</i>					
<b>Institution Name</b>	College of the Ozarks					
<b>Institution Code</b>	6713					
<b>State</b>	Missouri					
<b>Number of Program Completers Submitted</b>	44					
<b>Number of Program Completers found, matched, and used in passing rate Calculations<sup>1</sup></b>	43					
	<b>Statewide</b>					
<i>Type of Assessment<sup>2</sup></i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Institutional Pass Rate</i>	<i>Number Taking Assessment<sup>3</sup></i>	<i>Number Passing Assessment<sup>4</sup></i>	<i>Statewide Pass Rate</i>
Aggregate - Basic Skills						
Aggregate - Professional Knowledge				10	9	90%
Aggregate - Academic Content Areas (Math, English, Biology, etc.)	41	39	95%	3275	3155	96%
Aggregate - Other Content Areas (Career/Technical Education, Health Educations, etc.)	2			156	156	100%
Aggregate - Teaching Special Populations (Special Education, ELS, etc.)				270	256	95%
Aggregate - Performance Assessments						

<b>Summary Totals and Pass Rates<sup>5</sup></b>	43	41	95%	3711	3575	96%
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<sup>1</sup> The number of program completers found, matched and used in the passing rate calculation will not equal the sum of the column labeled "Number Taking Assessment" since a completer can take more than one assessment.

<sup>2</sup> Institutions and/or States did not require the assessments within an aggregate where data cells are blank.

<sup>3</sup> Number of completers who took one or more tests in a category and within their area of specialization.

<sup>4</sup> Number who passed all tests they took in a category and within their area of specialization.

<sup>5</sup> Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

## **Section II. Program information.**

A Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2001-2002, including all areas of specialization.

1. Total number of students enrolled during 2001-2002: **145**

B Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2001-2002? **47**

3. Please provide the numbers of supervising faculty who were:

**4** Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

**0** Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

**0** Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2001-2002: **4**

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): **11.75/1**

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: **35** hours. The total number of weeks of supervised student teaching required is **11**. The total number of hours required is **385** hours.

C Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?

**X** Yes        No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)?        Yes **X** No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

### **Section III. Contextual information (optional).**

#### **Section III A. – Additional Information**

**Program Completers** - As indicated in last year's report, College of the Ozarks' Teacher Education Committee has adopted the policy that our "program completer" definition be revised to include *passing the prescribed content PRAXIS II exam* for all students being accepted into the Teacher Education program after April 2001. The committee also requires all program entrants following April 2001 to pass the appropriate PRAXIS II exam *prior to student teaching*. We are still in the transition process of this policy adoption. Therefore, this report reflects some "program completers" who fall under our previous definition and have not yet passed the PRAXIS exam.

**Placement Rate** – It should be noted that College of the Ozarks' placement rate in Missouri Public Schools is not reflective of its actual placement rate for program completers. The 2003 Core Data reflects a 66% placement rate in Missouri Public Schools, when in fact a large majority of our program completers are currently serving in the teaching field. The location of our college and its admissions program have a significant impact on this rating. College of the Ozarks is located close to the Missouri-Arkansas border, and a fair number of our teacher education students come from Arkansas. Upon graduation, many choose to return to their home state and pursue a teaching career outside of the Missouri Public School System. Therefore, a more comprehensive look at our *overall* placement provides a better picture of College of the Ozarks' program.

#### **B. Missouri has asked each institution to include at least the following information.**

##### **1. Institution Mission**

College of the Ozarks is an institution that has evolved from secondary and junior college status to a four-year institution and its five-fold mission has remained constant:

1. **Academic Growth** is cultivated by employing a faculty of distinction whose primary motivations are teaching and advising.
2. **Vocational Growth** is encouraged by giving students the opportunity to experience the dignity and worth of work in their lives through employment in productive industries and services on campus.
3. **Spiritual Growth** is fostered by a Christian community of campus and is enhanced by required study of Christianity in literature and religious teachings of the bible. Opportunities for Christian services and supplementary programs are also offered.
4. **Patriotic Growth** is promoted in a climate where loyalty to American institutions, ideas, and obligations is based on knowledge and understanding of United States history and government rather than egocentrism.
5. **Cultural Growth** is cultivated in a social environment that gives students the opportunity to participate and observe a number of experiences that enrich lives.

One of the special commitments of College of the Ozarks is to serve the youth of the Ozarks region (largely rural and includes parts of southern Missouri, northern Arkansas, Kansas and Oklahoma). The selection process for admission to the College continues to place high priority on the economic need of students and on the likelihood of academic success. One of the most unique aspects of College of the Ozarks is that the institution guarantees to meet the cost of

education for all resident students. In exchange, students are assigned workstations on campus and work 15 hours a week.

## **2. Educational Philosophy**

The teacher education program at College of the Ozarks is committed to quality produced within parameters of the overall aims and goals of the College. As they work to earn their college education, our students learn to deal with the realities of practicing teachers as reflective decision-makers while solidifying a foundation built on unchanging principles. This is the philosophy that provides the umbrella for decisions and guides the teacher education program at College of the Ozarks. Therefore, C of O faculty members teach skills and competencies to teacher education candidates which will enable them as graduates of the program to apply this information and make reflective decisions. This philosophy is rich in educational tradition and is entirely consistent with and supportive of the five-fold mission stressing academic, spiritual, vocational, cultural, and patriotic growth. Based on the mission, the program hopes to provide society with productive responsible citizens.

## **3. Conceptual Frameworks**

College of the Ozarks' conceptual framework for the Teacher Education Program is an integrated program of general, specialized and professional education. It combines theory and practice designed to help students gain knowledge, skills, and attitudes essential for a successful teaching career, supported and guided by the unique mission of the College. Based on our framework, and with the support of our mission statement, each graduate will demonstrate satisfactory knowledge and understanding of the following:

1. Significant content in the liberal arts core component of the program. This is accomplished through curricula in science, mathematics, social sciences, humanities and fine arts, along with co-curricular and extra-curricular activities that address the vocational, spiritual, cultural and patriotic mission of the college.
2. A variety of teaching methods and their application to the teaching/learning process. The coursework and activities are designed to equip program graduates to utilize a variety of methods on coursework and application through a number of opportunities for clinical experiences integrated into the program.
3. A variety of evaluation techniques essential for effective assessment of student learning. The program has targeted a goal of intense activities for program graduates related to assessment these activities are integrated throughout the methods courses and field experiences.
4. The profession of teaching as documented in research. The profession of teaching documented by research is integrated at the freshman year and continues through program activities.
5. The specialized areas of study. In-depth study in at least one specialized teaching field allows students to obtain competence and understanding in specific areas.

## **4. Program Completers Out of State/Private Schools**

**Private Schools:**

**Out-of-State:                      4**